TEXTBOOKS AND OTHER MATERIAL: Kentukis by Samanta Schweblin. Mañana las Ratas by José B. Adolph. Other short stories and theory will be provided by the instructor.

COURSE DESCRIPTION: This course focuses on reading and analysis of some of the most representative works of science fiction in Latin American and Spain during the XX and XXI centuries. Equally important will be the study of the historic background, theoretical influences, and philosophical and artistic trends that have configured and determined the development of science fiction in Latin America and Spain. Students will build a strong sense of appreciation toward analyzing changes and modern perspectives in the contextualization of Latin-American and Hispanic identities, while they expand their literary formation of Spanish.

This course is designated as Writing Intensive. Students will write three short essays in Spanish during the semester (3-5 pages, double spaced) and one term paper (8 – 12 pages). These will be literary textual analysis of representative narrative works.

Reading Packet:

5. Jorge Luis Borges (Argentina): Tlon, Uqbar, Orbis Tertius (1944) y El Aleph (1945)
11. Rafael Marín (España): Carne Contra el Metal (2015)
**Student Learning Outcomes:**

This course aims to deepen your skills at specific intellectual processes as well as build your mastery of content. By the end of this class you should have:

1. To understand and demonstrate writing processes though organization, drafting, revision, editing, and presentation.
2. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
3. To understand and apply basic principles of critical thinking in writing and speaking.
4. Apply formal methods of literary analysis in writing.

**Program Learning Outcomes:**

1. Students will **effectively apply** knowledge of research methodologies required for literary and cultural studies. **Developed by:** Reading literary, historical, and critical texts; and using basic information technology skills in class and outside of class in homework assignments. **Assessments:** Written essays, term papers, and essay exams.

2. Students will **acquire and practice** methods of literary and cultural criticism necessary for all M.A. level work in literary studies. **Developed by:** Extensive reading assignments whose comprehension is tested and enhanced through essays and research projects; creation of an annotated bibliography and research prospectus; in-class assignments and in-class writing that focus both on assessment of reliability of sources as well as on logical development of arguments. **Assessments:** Annotated Bibliography, research papers, and oral presentations.

3. Students will **identify and analyze** the relationship between literature and its social-historical context and the processes of change. **Developed by:** Extensive reading assignments of literary and historical texts. **Assessed by:** Exams, research papers, and written essays.

4. Students will **demonstrate** special cultural and linguistic literacy and the ability to use interdisciplinary concepts and methods. **Developed by:** Oral presentations, in-class discussions, and written essays. **Assessments:** Oral presentations, internships, and research papers.

5. Students will **know** the history of the interactions between Latin America and the United States, recognize the Hispanic presence and influence of Latinos and their descendants within the United States, and demonstrate the competency to function in a professional, multicultural society. **Developed by:** Extensive reading assignments, research, in-class discussions, and professional internships. **Assessments:** Internships, oral presentations, and written essays.
Grading

Final Grade Calculation

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<th>Grade Type</th>
<th>Points</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>15 %</td>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>10 %</td>
<td>80 – 89</td>
<td>B</td>
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<tr>
<td>Research Papers (2)</td>
<td>30 %</td>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 %</td>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>Abstract and Tentative Bibliography</td>
<td>5 %</td>
<td>0 – 59</td>
<td>F</td>
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<tr>
<td>Final Paper and presentation</td>
<td>20 %</td>
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Reading Quizzes: There will be reading quizzes each week based on the plays and articles assigned. Students will take the quizzes in D2L.

Participation: Attendance is mandatory. Students have to come to class prepare to discuss all topics assigned in the homework. There will be reading quizzes.

Article Presentation: Each Student will present to the class one of the topics (Articles about theory) in the reading assignments.

Research Papers: Students have to write two research papers applying for each of them one of the theoretical aspects studied during the semester. Follow MLA Style. (4 – 7 pages, double space).

Midterm Exam: We will have a take-home midterm exam. This exam will be an essay following the type of questions use in the comprehensive exams. It will be a good practice for you Com Exams.

Tentative Bibliography and Abstract: Students have to prepare a brief abstract (about 500 words) and a tentative bibliography (5 to 10 entries) for the final paper following the MLA style. The bibliography has to be turn in the day assigned in the Calendar.

Final Presentation: Each Students will have 10 – 15 minutes to present to the class her/his final investigation base on the Reading List, plays study in class, or other plays recommended by the professor.

Final Paper: Each Students must to turn in a final research paper on the due day in the calendar. This assignment should follow all the requirements in the MLA Style. (8 – 12 pages, double space).

Criteria for Grading Papers
An ‘A’ Paper:
- The thesis is fully developed and offers insight and originality.
- The essay demonstrates original and critical thinking; the arguments are persuasive and well-documented.
- Ideas presented clearly and completely. Interrelationship of various parts of the essay is clear. Excellent paragraph structure. Precise vocabulary. Correct use of footnotes and bibliographical style.
- Perfect grammar and syntax. No errors in spelling and punctuation.
A ‘B’ Paper:
• The thesis is clearly stated and sets out a claim to be argued.
• The argument demonstrates some critical thinking, with a logical flow of ideas. Good documentation.
• Ideas are fairly clear and complete. Good paragraph structure. Some good use of vocabulary. Some errors in footnotes and bibliographic style.
• A few errors in the grammar, syntax, spelling or punctuation.

A ‘C’ Paper:
• A thesis is attempted, but simply describes what the essay will cover.
• Ideas supported with evidence and/or logical reasoning. Weak documentation.
• Repetition of ideas, and weak paragraph structure. Poor or limited vocabulary. More errors in the grammar, syntax, spelling and punctuation.

A ‘D’ Paper:
• A thesis is attempted, but is misleading, or imprecise.
• Lack of evidence or logical reasoning. Poor documentation.
• Content shows little understanding of subject and poor logic. Lack of structure, repetition of ideas and vocabulary. No footnotes or bibliography.
• Many errors in the grammar, syntax, spelling and punctuation.

An ‘F’ Paper:
• The essay lacks a thesis or the thesis does not reflect the assignment.
• No argument given and inadequate documentation.
• Mainly a summary of the work of others. No originality or critical thinking.
• Many errors in the grammar, syntax, spelling and punctuation. Text is unintelligible.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of
another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Tentative Calendar SPA 5325.640, Fall 2021**

| Mon, Aug 23 | Introducción al curso / Discusión de los conceptos de transhumanismo, posthumanismo, distopía y ciberpunk. Lectura y discusión en clase de ¿Qué es la Ciencia Ficción? de Guillem Sánchez y Eduardo Gallego (d2l) y Los nueve mil millones de nombres de Dios de Arthur C Clark (d2l).

Tarea para la próxima semana:

- La Ciencia Ficción en América Latina de Silvia Ares
- Prólogo de Mañana las Ratas
- Mañana las Ratas: Capítulos 1 al 4 |

| Mon, Aug 30 | Contextualizando la Ciencia Ficción y los conceptos de Distopía en Mañana las Ratas y en la identidad latinoamericana #1.

Tarea para la próxima semana:

- Teoría de Ciencia Ficción: de la página 3 hasta la 47
- Mañana las Ratas: Capítulos 5 al 8 |
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| Mon, Sep 6 | Continuación: Contextualizando la Ciencia Ficción y los conceptos de Distopía en **Mañana las Ratas** y en la identidad latinoamericana #2.  
**Tarea para la próxima semana:**  
- Teoría de Ciencia Ficción: de la página 49 hasta la 96  
- Mañana las Ratas: Capítulos 9 al 12  
- De la definición de Distopía y su evolución como género histórico |
| Mon, Sep 13| Conclusión: Contextualizando la Ciencia Ficción y los conceptos de Distopía en **Mañana las Ratas** y en la identidad latinoamericana #3.  
***ENTREGAR PRIMER ENSAYO***  
**Tarea para la próxima semana:**  
- Peter Sloterdijk: Pensar al hombre en una época posthumanista  
- N1N6EN  
- La Máquina del Olvido |
| Mon, Sep 20| Análisis de N1N6EN y **La Máquina del Olvido.** Filosofía de la naturaleza posthumanista del ser humano.  
**Tarea para la próxima semana:**  
- Teoría de Ciencia Ficción: de la página 126 hasta la 155  
- Mapa Conceptual  
- Kentukis: páginas 9 a 79. |
| Mon, Sep 27| Análisis de **Kentukis#1.** Tecnología, mimesis y realidad.  
**Tarea para la próxima semana:**  
- Teoría de Ciencia Ficción: de la página 181 hasta la 216  
- Kentukis: páginas 80 a 160. |
| Mon, Oct 4 | Análisis de **Kentukis#2.** Mundos posibles y lo prospectivo.  
**Tarea para la próxima semana:**  
- Teoría de Ciencia Ficción: de la página 255 hasta la 274  
- Kentukis: páginas 161 a 221 |
| Mon, Oct 11| Conclusión: Análisis de **Kentukis#3.** El Tiempo.  
***MIDTERM EXAM*** (Take-home Exam)  
**Tarea para la próxima semana:**  
- Teoría de Ciencia Ficción: de la página 289 hasta la 332  
- Tlon, Uqbar, Orbis Tertius  
- La Noche Boca Arriba |
| Mon, Oct 18| Análisis de **Tlon, Uqbar, Orbis Tertius y La Noche Boca Arriba.** Tipología de Personajes.  
**Tarea para la próxima semana:**  
- El Aleph  
- La Sincronía del Tacto |
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| Mon, Oct 25| Análisis de **El Aleph** y **La sincronía del Tacto**. Uniendo perspectivas de Crítica Literaria: Ciencia Ficción vs Metafísica. ***ENTREGAR SEGUNDO ENSAYO***
   | **Tarea para la próxima semana:**                                     |
   | • Ecogénesis                                                         |
   | • Madre Patria                                                      |
   | • Huevos                                                            |
| Mon, Nov 1 | Análisis de nuevas formas de analizar enfoques feministas: **Ecogénesis**, **Madre Patria** y **Huevos**. **Tarea para la próxima semana:**
   | • El Cyberpunk: Crítica a la Tecnología Informática.                 |
   | • La Poética del Tiempo: Una aproximación al Imaginario Steampunk (páginas 95 hasta 105). |
   | • Éxodo X                                                           |
   | • Carne contra el Metal                                             |
| Mon, Nov 8 | Análisis de tecnologías pasadas y futuras: Cyber y Steampunk e **Inversión de Orden** y **Carne Contra Metal**. **Tarea para la próxima semana:**
   | • La Conquista Mágica de América                                     |
| Mon, Nov 15| Análisis Tecnohistórico: **La Conquista Mágica de América** y Comentarios Finales del curso.
   | • Preparar lista de dudas o comentarios para discutir en las reuniones individuales. |
| Mon, Nov 22| **Thanksgiving Holiday**                                              |
   | **Tarea:** Trabajar en proyecto final                              |
| Mon, Nov 29| **Reuniones individuales para discutir presentación y ensayo final.** |
| Mon, Dec 6 | **Presentaciones finales**                                            |
   | **Entregar ensayo final**                                           |